

04_Comedy/Humor Copied from: Advanced Creative Writing, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **2-3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- the spectrum of comedy is broad, appealing at times to both our base nature and intellect.
- comedy can and has been woven into all genres and forms of creative writing.
- humor is not universal; what one finds funny, another may not.

CONTENT AREA STANDARDS

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing

products in response to ongoing feedback, including new arguments or information.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- parody and satire are effective means of making commentaries.
- the definitive qualities of a variety of forms of comedy.
- a punch line is most effective when it is surprising yet inevitable.
- not all forms of comedy transfer effectively in all types of media.

Procedural Knowledge

Students will be able to:

- analyze and critique the way that language functions within various comedic contexts.
- write original comedic pieces using narrative and storytelling techniques examined in published comedic works.
- perform/present comedic pieces through appropriate means (standup, plays, anecdotes, poetry, scripts, etc.).
- peer-edit and workshop pieces.
- analyze the impact of the author's choices regarding how to develop a comedic tone, letting the audience know that it's okay to laugh.
- emulate a variety of comedic styles.

EVIDENCE OF LEARNING

Alternate Assessments

- Multimedia Presentations
- Poster Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Journal entries, reflections, discussions, group workshops

Summative Assessments

Presentations, original works, projects (videos, skits, interactive performances)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Selections and script excerpts from Arrested Development, Futurama, The Simpsons, Family Guy, Rick and Morty, The Office, Parks and Recreations, Saturday Night Live, films by Mel Brooke, films featuring Will Ferrell, The Three Amigos, Modern Family, I Love Lucy, The Honeymooners, Friends, How I Met Your Mother, Bob's Burgers, Scrubs, Napoleon Dynamite, Dodge Ball, Heavyweights, Community, Seinfeld
- Standup and live selections from George Carlin, Jerry Seinfeld, Louis C.K., Steve Martin, Robin Williams, Mitch Hedberg, Bill Cosby, Dave Chapelle, David Letterman, Conan O'Brien, Jimmy Fallon, Chris Rock, Richard Pryor, Jon Stewart, Stephen Colbert
- Excerpts from written works by Stephen Colbert, Jon Stewart, Tina Fey, David Sedaris, Woody Allen, Sarah Silverman, Douglas Adams, Terry Prachett, William Shakespeare

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts: dramatization, cinematic analysis

Technology/multimedia: educational tech applications, audio/visual media analysis

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.